The Urgency of Collaborative Attitude in Educational Leadership

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ABSTRACT

This study aims to analyze the urgency of collaborative attitudes in Islamic Education leadership in assisting teachers for teacher professional development as well as finding and optimizing the learning process and school management. This research method uses a qualitative approach cited through Google scholars, research get, and other references. The results of this study show that the collaborative leadership of the head of the Madrasah has great potential to improve the performance of the teaching team, through effective communication, empowerment of team members, participation in decision-making, and good coaching, the principal can create a collaborative work environment and motivate team members to achieve better learning goals. With strong collaboration, education leaders can face these challenges more effectively, as many thoughts and solutions can be explored together.

Keywords: Urgent; Collaborative; Leadership; Islamic Education

INTRODUCTION

Over time, the development of educational institutions is increasingly rapid with all its problems, so that it requires the touch of professional hands in organizing and arranging the needs related to the educational institution. The problem of the world of Islamic education today is the need for management in the arrangement and management of the implementation of education. Thus, educational administration is one of the alternative choices to answer our educational problems today. One of the factors that hinders this development is the weak collaborative ability in leadership, where many leaders still focus on a top-down approach and do not involve input from other team members (Sa'diah, 2019). In fact, effective collaboration can help overcome various educational problems, such as improving the quality of learning, teacher professional development, and achieving student learning goals more comprehensively.

Another challenge that arises is the limited resources and support for teacher professional development, which causes limitations in the development of learning methods and materials. When educational leaders do not have a collaborative attitude, decision-making is often ineffective and does not match the needs in the field. This can result in low motivation and involvement of team members, as well

as a decrease in the quality of educational services. Therefore, collaborative leadership is seen as an approach that can answer this need by increasing the involvement of all parties in the planning, implementation, and evaluation of educational programs (Isbianti & Andriani, 2021).

Leadership in Islamic education plays an important role in determining the success of the learning process and the development of the potential of everyone in Islamic educational institutions. In the era of globalization that is full of rapid changes, the role of Islamic educational leaders is required to be more than just an administrator but also as an agent of change who can direct all components of education towards a more innovative and inclusive direction. One of the leaderships that is now a major concern is collaborative leadership. Collaborative leadership involves the process of working together with various stakeholders, including teachers, students, parents, and the community to achieve more comprehensive and sustainable educational goals (Safinah & Arifin, 2021).

The collaborative approach in leadership not only includes aspects of participation in decision-making but also encourages an increase in the sense of shared responsibility, openness, and trust among all members of the educational community. By implementing collaborative leadership, it is hoped that an environment will be created that supports innovation, potential development, and the ability to adapt to change. Along with the increasing challenges in the world of Islamic education, collaborative leadership offers a strategy to face complex problems together, resulting in more effective and long-term solutions (Daulay, 2023).

Collaboration in leadership refers to the ability of leaders to work together with various parties such as teachers, staff, students, and parents to achieve common goals. In an increasingly complex Islamic education environment, a collaborative attitude allows leaders to optimize the role of each member of the organization, create synergy, and advance Islamic educational institutions.

METHOD

This study uses a qualitative research approach. Bog and Taylor quoted by Lerxy Molerong said that qualitative research is research that produces descriptive data in the form of words either verbally or in writing from informants and observed behaviour. The purpose of this study is to describe supervision as one element of educational resource development. The method of writing this article uses literature studies or library research. Managing and analysing reference sources from articles, journals, and other internet sources, especially in the scope of human resources. All references or reference lists in this article are cited through Google scholar, research get, and other references.(Adlini et al., 2022).

RESULT AND DISCUSSION

According to Hariri (2022), leadership is a person's ability to influence his group in achieving a certain vision or goal. Meanwhile, according to Kasmawati (2021), leadership can also be interpreted as an influence-to-influence others to change behaviour to achieve crucial things. Leaders must have the ability to influence team members or subordinates in order to achieve predetermined goals or targets.(Annisa Arnun, 2023)Leadership involves the ability to influence the behaviour of others under certain conditions, so that they can work together to achieve the goals that have been set.(Daulay, 2023)In this case, collaborative leadership refers to the ability to influence others through working together, responsibility, respect, showing empathy, overcoming ambiguity, communicating effectively and achieving progress in order to achieve a shared vision. Collaborative leadership by the principal refers to his/her ability to influence teachers with the love of freedom to work together, interdependence, shared responsibility, showing empathy and synergizing to improve performance and solidarity.

The collaborative leadership of the principal has a very positive influence on all stakeholders in the Madrasah, namely through open communication, empowerment of team members, and participation in decision making. The principal can increase the motivation and effectiveness of the teaching team in achieving learning goals. Collaboration and effective teamwork between the principal and the teaching team contribute to improving the quality of teaching, namely through the exchange of ideas, development of joint lesson plans, and mutual support between the principal and team members. Innovation and best practices can be applied in daily teaching.(Hasdiana, 2018).

Collaborative Attitude in Islamic Educational Leadership

Educational leaderships the process of influencing and directing students, teachers, school staff, and other stakeholders in the educational environment to achieve effective learning and development goals.(Amelia, 2023)This leadership includes the role of a leader in managing educational organizations, developing relevant curricula, creating a positive school culture, and supporting teacher professional development and student well-being. Leaders in education, such as principals or educational directors, not only act as managers, but also as agents of change who inspire and motivate others to create an innovative and conducive educational environment for the development of all school members.(Fahmi, 2020)

Collaborative attitude is the ability and willingness of a person to work effectively with others to achieve common goals. This attitude involves openness, good communication, mutual respect, and the ability to adapt to different perspectives and expertise. In a collaborative attitude, each individual actively contributes, values the contributions of others, and strives to achieve outcomes that are beneficial to all parties. In collaborative leadership, the principal works with the teaching team to achieve common goals, encourages active participation, and builds

a relationship of trust between the principal and the teaching team. This leadership style focuses on empowering teaching team members, shared decision making, and collective professional development.(Abdullah et al., 2023)

Principals who implement collaborative leadership have a crucial role in helping teachers to develop their professionalism and find and distribute resources to support teaching and learning. The characteristics of collaborative leadership in madrasas that can be agreed upon are: 1) respect teacher input, 2) believe in their professionalism, 3) give rewards for their performance, 4) joint decisions, 5) work together on everything, 6) explain the problems in the school, 7) consider teachers as colleagues to make decisions, 8) appreciate teachers' efforts to implement new things, 9) Support new things even though they are risky, and 10) appreciate their ideas. Based on this, the implementation of collaborative leadership begins with teachers analysing their needs to develop their professionalism and findings and distributing resources to support teaching and learning. Collaborative leadership can also help increase teachers' self-confidence and self-efficacy and encourage their collaborative behaviour in improving the quality of education in schools.(Mukhtar, 2023)

Principles of Islamic Educational Leadership

Islamic educational leadership must be based on several key principles to improve the quality of education:
1. Active Participation namely encouraging all parties, including students, teachers, and parents, to be involved in the decision-making process.
2. Data Driven namely making decisions based on data and facts to ensure the effectiveness of the actions taken.
3. Focus on Quality of Education namely ensuring that all efforts are directed towards improving the overall quality of education.(Tajudin & Aprilianto, 2020)

The urgency of collaborative attitudes in Islamic educational leadership cannot be underestimated. By implementing collaborative principles, educational leaders can build solid teams, create dynamic learning environments, and improve the overall quality of education. Collaborative leadership is the key to facing modern challenges in the world of education more effectively and innovatively.(Muis et al., 2021)

The Urgency of Collaborative Attitude in Islamic Educational Leadership

The urgency of collaborative attitude in Islamic educational leadership is very large, considering that leadership in the context of Islamic education does not only focus on administrative aspects, but also involves deep spiritual, social, and moral values. Good collaboration between educational leaders, educators, students, parents, and the community can strengthen the quality of education and achieve greater common

goals. Here are some reasons why collaborative attitude is very important in Islamic educational leadership:

1. Realizing comprehensive educational goals
   In Islamic education, the main goal is to educate a generation that is not only intellectually intelligent but also has noble morals and is useful for the community. To achieve this goal, collaboration is needed between various parties, namely educational leaders (heads of madrasahs), teachers, parents, and communities. With collaboration, various parties can synergize to achieve better educational goals.
2. Improving the quality of learning
   Collaboration between leaders and teachers allows for the creation of more innovative and adaptive learning methods according to the needs of the times. In Islamic education, collaboration also includes aspects of integrating Islamic values into the teaching and learning process. By working together, educators can share methods and experiences to improve the effectiveness of learning.
3. Human resource empowerment
   In Islamic Education leadership, empowerment of teachers and educational staff is very important. With a collaborative attitude, educational leaders can explore the best potential of everyone in educational institutions. If Berasi is good, it will increase the work spirit, motivation, and skills of teachers in managing classes and educating students.
4. Increasing parental and community involvement
   Islamic education highly values the role of parents and society in educating children. Collaboration between schools and parents will produce an environment that supports a more holistic educational process. In addition, the community that plays an active role in education will strengthen the relationship between the school and the surrounding environment, creating social support that is important for student development.
5. Creating a conducive environment
   In Islamic education, success is not only measured by academic aspects, but also by a conducive and loving atmosphere in the school community. If Berasi creates a more inclusive and harmonious environment, allowing students to feel valued, accepted, and supported in their learning process.
6. Strengthening leadership by example
   Leadership in Islamic education places great emphasis on the importance of role models. An educational leader who has a collaborative attitude will set a good example for teachers and students in working together and sharing responsibilities. This is the basis for the formation of character and Islamic values in the educational environment.
7. Facing educational challenges together
   Islamic education, like other education, faces various challenges, ranging from limited resources, curriculum changes, to rapid technological developments.(Abdullah et al., 2023)

With strong collaboration, educational leaders can face these challenges more effectively, because many thoughts and solutions can be explored together. Overall, a collaborative attitude in Islamic educational leadership is crucial to realizing quality education that is oriented towards the holistic development of individuals, both in terms of academics and morals. Collaboration between the various parties involved makes education a joint effort that is beneficial to the people and the wider community.

CONCLUSION

The collaborative leadership of the Madrasah principal has great potential to improve the performance of the teaching team. Through effective communication, empowerment of team members, participation in decision-making, and good coaching, the principal can create a collaborative work environment and motivate team members to achieve learning goals better. Effective collaboration and teamwork between the principal and the teaching team have a positive impact on improving the quality of teaching. By sharing knowledge, developing lesson plans together, and supporting each other, the principal and teaching team members can improve innovation and best practices in teaching, thereby providing greater benefits to students. Principals who implement collaborative leadership have a crucial role in helping teachers to develop their professionalism and find and distribute resources to support teaching and learning. The characteristics of collaborative leadership in madrasas that can be agreed upon are: 1) respect teacher input, 2) believe in their professionalism, 3) give rewards for their performance, 4) joint decisions, 5) work together on everything, 6) explain the issues in the school, 7) consider teachers as colleagues to make decisions, 8) appreciate teachers' efforts to implement new things, 9) Support new things even though they are risky, and 10) appreciate their ideas. With strong collaboration, educational leaders can face these challenges more effectively, because many thoughts and solutions can be explored together. Overall, a collaborative attitude in Islamic educational leadership is crucial to realizing quality education that is oriented towards the holistic development of individuals, both in terms of academics and morals. Collaboration between the various parties involved makes education a joint effort that is beneficial to the people and the wider community.

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